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Emerging trends in language learning through Comics, Games and TV series

Abstract: In the development of language study for the second language learners it was hard to grab the attention of the Learners; especially youths. They tend to deviate from the lessons due to monotonous lectures and activities which are nothing but the same from place to places. This even questioned the impact of top down method of language teaching. In recent trends MAL (mobile acquisition language) gets predominant, that the communication is mostly based on emojis and expressions where the communication itself is nullified. In this postmodern scenario, youngsters are in some or other way get attracted to entertainment commodities like Games, Comics and Comical movies and TV series. Though these are time consumers and time passing activities; these are addictions for the modern youths. This paper focuses on the hypothesis of how this entertainment commodities help in developing English language Teaching.

Introduction

In 1950's due to the development of technology and excess use of computers which have later became part of our day to day life is the beginning stage of language learning through the help of technology. Though it began with basic commuting work with computers; later it became the supreme power in which super computers got evolved. In recent times Artificial intelligence is a growing trend in which computers can be our day to day life companion. One such exemplification of artificial intelligence is the voice recognition software in our android and ios. Alexa is one other home appliance controller that was launched by Amazon. To grow up with this fast moving world is adapting to the change, which is through the technological growth. Here rises the question: what it has to do with ELT and Second language learning?

Though the trends are changing, teachers ought to facilitate the Learners on the basis of education through entertainment. It has been a misconception that visual media deviates or has a debilitating effect on the Learners. As we are adapting the change it is necessary to validate the importance and interest of the Learners. Nowadays in one or other way Learners are involved in developing interest over visual media, they tend to watch movies that they don't even understand. Here they create the possibility of learning the language; they tend to understand the attractive words but as well as they understand the movie with their little knowledge of the language. This medium creates interest within the learners to look on to the details rather than to look the movie in a haphazard manner.

I know we all think that we are immortal; we are supposed to feel that way, we're graduating but our brief four years in the school… what makes life valuable is that it doesn't last forever. What makes it precious is that it ends. We know that now more than ever. And I say it….

Today of all days is to remind us that time is luck so don't waste it living someone elses' life. Make yours count for something. Fight for what matters to you. No matter what… 'Cause even if we fall short…. What better way is there to live (Gwen) – The Amazing Spiderman 2

Whoever saw the movie would not have skipped this part of how Gwen delivers her Graduation address. This attracts the audience even if they don't understand the meaning they tend to understand the crux of the statement.

Research design and result

In the changing trends of Learners' interest it have been found that they show more interest on what that entertains the most than what that teaches them the most. To cope up with the changing interests and changing generations it is appropriate that teachers gets updated accordingly with the Learners. This common interest of Learners forms a discourse community that is they get to share their ideas with their peer group where learning takes places. This can be co-related to Cricket fans, even if they do not understand the commentary they get to know about the match and the nuances involved in it. To understand cover drive for a cricket fan no teacher is needed.

In the contemporary era it is mandatory to concentrate on learning strategies; this does not only involve time management but also involves several other factors like interests, less complexity (simplicity) and clarity. Learners lack patience these days, they always wanted to adopt things so fast that they can run in accordance with the fast moving world. Excess use of mobile phone and several other gadgets incorporated within the Learners about the importance of multi-tasking which inevitably have become part of our day to day life.

The aim of this paper is to present that English Language can be taught using visual-entertainment commodities. These are following questions that has became the reason for this hypothesis

1. Can CLT method be more effective for digital era Learners?

2. Is there any possibility to kindle the interest of the Learners based on their interests?

3. Learners tend to not spend too much time reading books; many don't read at all?

4. Can visual media substitute reading?

5. Is Google really helpful than intensive reading?

The possible answer for the research question was the hypothesis of this paper

1. While speaking of inductive and deductive method, many argues with one over the other but before getting in to the way of teaching, is it not important to look on to how or what we can teach?. Learners easily get bored to the monotonous lectures and activities in the class. They expect more from the teachers: a new approach to the existing concept.

2. Majority of the second language learners in one or other way exposed to entertainment stuffs, perhaps in some or other way they are over exposed to the media. This can be used as a tool for Learners' involvement in the class room.

3. Even in the time spent at the college life Learners look for possible guides rather than to read the whole novel or any prescribed texts. Secondary sources have become the replacement of learning process. One cannot say that secondary sources can replace primary sources but the subordination had been more helpful to the Learners

4. Visual media cannot substitute reading, For instance What Michael Ondaatje depicted in his The English Patient is not the same of the movie version. Movie or any visual media cannot have the same verisimilitude of the text

5. Google can be an instant help in understanding the concept but whereas intensive reading helps attaining clarity with the concept.

Discussion

Classroom teaching method provoked within the Learners the learning burden, of understanding the language and words that they learn from the one way class transactions.

Possibly the words that they learn becomes an addition to their ad hoc vocabulary rather than being in their daily usage. On the other hand learners attain fluency not only by the teachers but also by their surroundings. It has always been debated the difference between British English and Indian way of speaking English which commands one over the other as standard form but as Indians we need not have verisimilitude to British standards because each place has its own dialect and way of pronunciation. Additional to this point, fluency is another dimension in which a learner should be graded; to develop fluency it is recommended for the Learners to Listen or watch more of their interest to develop their communication skill.

Watching or showing interest in movies, comics and series can be a debilitating influence for the learners but it helps in kindling their interest in understanding the language. British Linguists from 1920's and 1930's A.S. Hornby and Harold Palmer with their inference on Direct method states that spoken or speaking skills is what that needed to be taught first in the four skills (LSRW). However listening constitutes speaking, so it is apparently listening skills that to be developed first within the learners. In the later phases CLT method got its prominence and it has been the standard way of teaching second language. As CLT method suggests, the ultimate goal for the second language learners is developing communicative competence and not linguistic competence. Linguistic competence can be second phase of this learning methodology. In the process of inductive learning the learners are presented with samples of the target language and then they are taught on the nuances and rules of the language. For the sampling process and development of speaking and listening skills commodities such as Games and TV series might help commencing the interest among Learners. Comics on the other hand can be a medium for beginners to initiates the habit of reading with the peer group.

Problems and Suggestions

The following hypothesis is with reference to the survey among the sampling of 60 students from first year of Diploma course in a Central Government autonomous college. The implication from the following learners were that

1. Monotonous lectures have become a cliché ; Learners need innovation which suits their interests

2. Teaching grammatical rules in a deductive mode make Language classes memorize rules rather than understanding the concept

3. Writing skill is difficult in incorporation because reading skill is far from their interests

The suggestions for the following difficulties from the students resulted with the hypothesis of this paper.

1. Students must be first introduced to listening and speaking skills following which toward the end reading and writing must be inculcated

2. To teach listening skills: making students listen to you tube videos is a way but to kindle their interest to get in relation or to make them audience of the language is to introduce them to the following entertainment commodities

3. Learners should be persuaded in reading at the later stages of language classes. The persuasion should be to read minimalistic day to day usage words with possible caricatures for which comics come hand in hand.

Conclusion

Teaching rules and initially introducing second language learners to writing components is like making them caught in between devil and deep sea. Learners who are neither exposed to second language in the earlier part of their school days nor any knowledge related to the language need to be treated with sampling according to their interests. Though this method cannot be a complete eye opener for the learners, it can still in stir their interest

over understanding the components of the language. "A learner has no Shame" – Aristotle, a

learner must be devoid of inhibition when he is in the class. Too much fear results with too

much pressure. Any learner is not a scholar but every learner can be a teacher.

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